

Retreat 2012

Day 1 Monday 23 January

8.00 am

Meet at National Library

Time	What	Who
8:00 – 9:00	The Nature of Learning	Viki
9:00 – 9:15	Welcome and Introduction to the day	Anne Morgan
9:15-9:20	School Library frame up	Lisa Oldham
9:20- 10:00	Curriculum Services	Tracy Dyett
10:00-10:10	Morning Tea	
10:10-11:15	1. Digital Resources – what they are and how to use them in the library/classroom (including Primary Sources)	Katie Preston
11:15-12:00	Culture and Heritage (Haka!)	Alice/Peter
12:12:45	Hands on E-books/ e readers session	(TBC - Anthea/)
12:45-1:15	Lunch	Megabites
1:15-1:45	Literacy and the school library	Jo Buchan
1:45-2:30	Transforming the school library	Lisa Oldham
2:30-2:50	Creative Commons Educators' guide to remix	Katie Preston
2:50-3:00	Tea Break	
3:00- 6:00	The Nature of Learning and Inquiry	Viki

6.00pm Picnic Dinner

7.00pm Travel to Peter Snell Youth Village

Day 2 Tues 24 January

8.00 am **Breakfast**

8.45 am Aligning our **Learning Model** to the Principles of the NZ Curriculum

- Learning Model/Key Comp, NZC Principles table
- Where/How does this fit in our planning and assessment?
- Where is the student voice in your class/team?
- How is it being tracked for coverage and demonstrations of the competencies?

9.30 am **Maths Data**

Morning Tea

11.30 am **Effective Team Functioning** - SWOT analysis, personal then group? person commitment

12.30 pm **Lunch**

1.00 pm **Reading and Writing Data Analysis**

4.00 - 5.00 pm **Organisation and Consistencies**

- exercise books, classroom environments, relationships with families, homework

5.30 pm **Dinner**

6.30 - 8.30 pm **Key Events in Term 1 and 2**

Gala, Meet the teacher, Class Blogs Gardens

Science Spectacular Day (for the want of a better name) and **Personal Science Inquiries**

Day Wed 25 January

8.00 am **Breakfast**

8.45 am **Planning or Key Events cont**

9.30 am Raewyn - Writing

1. Own cooperative writing - an example. Then looking at why we write and what our students need to be able to do effectively as writers (inquiry link)
2. Putting it in context i.e. linking to the curriculum and to their planning so far. Thinking about purpose and ways to explore this within their current inquiry e.g. persuasive forms and how this might look in long term programming.
3. What would this look like in writing programme i.e. time spent, coverage, foundation skills, etc?
4. Using your data - investigate the school picture. Identifying overall student needs should lead them to identify their (teacher) need to cater for diverse needs within a class (linked to effective teaching rubric and to the inquiry process i.e. What do we need to do to be more effective in catering for diverse need in our classes?)
5. Using 3 examples of persuasive text to mark (and moderate?) - identify the diversity in needs for teaching
6. Planning to cater for these needs within a weekly programme - at global and needs based group level . Facilitator think aloud and example.
7. Create their own plan at syndicate level.

Morning Tea

12.30 pm

Lunch

2.30pm *Retreat reflections*

Tidy up, off home by 3.30 pm

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